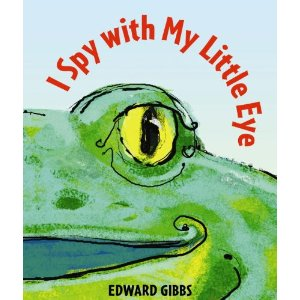
**Great New Children’s Literature for Formative Assessment!**

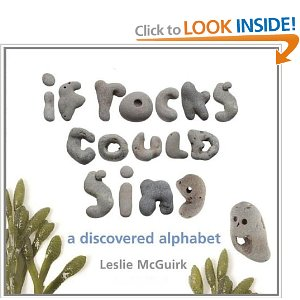
**Picture Books Shown in WIDA Presentation**:



I Spy With My Little Eye by Edward Gibbs

Formative Assessment Ideas:

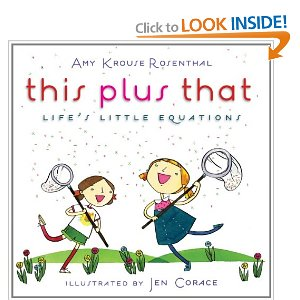
* Listening: Play “I Spy” in which one student is blindfolded and tries to guess what the other student is describing. Or, have one student retell things they heard in the book or a classmate’s book.
* Speaking: Retell the story with as many details as possible; play the game “I spy” with a partner using objects in the classroom, math manipulatives, making predictions (using sentence frames)
* Reading: Read aloud the story, have students read student-made I Spy books.
* Writing: Create an “I Spy with My Little Eye” book with other content related items or people such as the famous Americans, water cycle, Ancient Greece facts, etc…



If Rocks Could Sing: A Discovered Alphabet by Leslie McGuirk

Formative Assessment Ideas:

* Speaking: Discussion between partners while they are creating a page for the class book could serve as a great formative assessment piece. Have students bring in something that they collect at home and talk about it.
* Reading: Read aloud this book or their own class book.
* Writing: Create a class “ABC” book with whatever content area topics/vocabulary pertains. Each student or pairs of students could work on one or two pages and “create” the letter/word using leafs, twigs, grass, etc…



This Plus That: Life’s Little Equations by Amy Krouse Rosenthal

Formative Assessment Ideas:

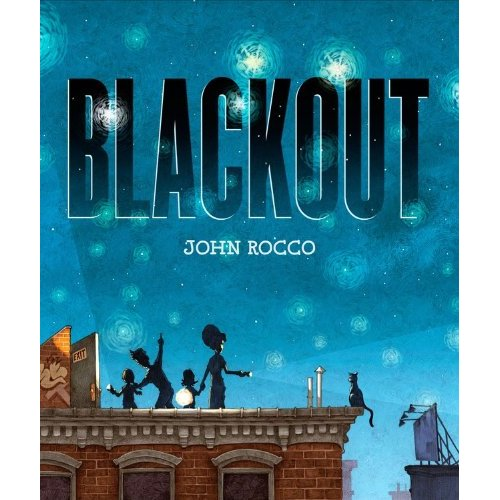
* Listening: Use “Pinch It” activity while the book is read to show comprehension of books equation. Students listen to another student’s \_\_\_\_+\_\_\_\_\_ and make their own suggestion for what it could equal, or pinch it activity if they agree or not.
* Speaking: Ask students to turn and talk to partners about why they think \_\_\_\_+\_\_\_\_\_= \_\_\_\_\_ (take one from book).
* Reading: Ask students to read each other’s books or the class book, select their favorite part, and talk about the author’s use of language for example.
* Writing: Students write their own equation, then tell about how it makes sense. Start with writing brainstorming lists, then to sentences using the lists.



Press Here by Henre Tullet

Formative Assessment Ideas:

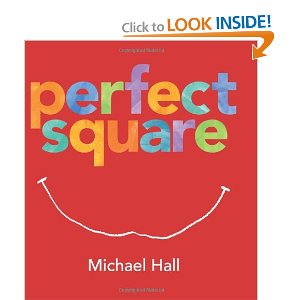
* Listening: This book lends itself to listening intrinsically. The teacher or another student would read the words and the student would follow the directions of the story.
* Speaking: Students could design their own “Press Here” book, read it to the class, then tell about how and why they created it. Students can explain their predictions about what the next page might look like and why, pronunciation; expression
* Reading: Same as above – students would be reading their book or could do a retell of the original book, reading fluency- inflected endings
* Writing: Students would be designing their own book and the writing piece of the text could serve as a formative assessment.
* Math Concepts for primary grades: shapes, colors, patterns, addition, counting by 5s, etc.



Blackout by John Rocco

Formative Assessment Ideas:

* Listening: Sequence the story (with or without pictures) and answer higher order thinking questions, Total Physical Response (TPR) with action words and positional words
* Speaking: Retell the story; tell a partner their favorite part with details. Use sentence starters and discuss how their lives would be different. ie (If I didn’t have video games/a microwave/a car, \_\_\_\_\_\_\_\_.).(Turn & Talk Strategy)
* Reading: Read aloud the story (depending on reading level) and answer higher order thinking questions in response or complete a story map graphic organizer. Sequence sentences from the story.
* Writing: Write about a time when the lights went out at their house and what they did next; write about what it would be like without a car or running water, etc…



Perfect Square by Michael Hall

Formative Assessment Ideas:

* Listening: Give students a square piece of paper and then give them directions orally, one step at a time, then adding multi-step directions so that all students have created the same object. (Lower level students-one direction at a time, higher level- 2 or more)
* Speaking: Students design their own object out of the square piece of paper then explain what they designed to their partner.
* Writing: Students can write about their new design; Bring in a box for each student and ask them to design something with the box then write about what it is and the process of their design.

**Other Great Picture Books:**

City Dog, Country Frog by Mo Willems

Dog in Boots by Greg Gormley

Rah, Rah, Radishes!: A Vegetable Chant by April Pulley Sayre

The Boy from the Dragon Palace by Margaret Read MacDonald

The Runaway Wok by Ying Chang Compestine

**Poetry:**

Dogku by Andrew Clements

Guyku: A Year of Haiku for Boys by Bob Raczka and Peter H. Reynolds

Lemonade and Other Poems Squeezed from a Single Word by Bob Raczka

Poetry for Young People by Maya Angelou

The Wonder Book by Amy Krouse Rosenthal

**Non-Fiction and Historical Fiction:**

Bugs by the Numbers by Sharon Werner and Sarah Forss

Just A Second by Steve Jenkins

Actual Size by Steve Jenkins

We Are The Ship: The Story of Negro League Baseball by Kadir Nelson

A Nation’s Hope: The Story of Boxing Legend Joe Louis by Matt De La Pena

These Hands by Margaret H. Mason

Never Forgotten by Patricia C. McKissack

Me…Jane by Patrick McDonnell

The Watcher: Jane Goodall’s Life with the Chimps by Jeanette Winter

11 Experiments That Failed by Jenny Offill & Nancy Carpenter